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ABSTRACT

This paper presents an inner-city, elementary teacher education program which focused upon a) the acquisition of teaching techniques and skills in the urban learning setting, b) the learning of theory together with reinforced practice in functional field experiences, c) the reinforcement of principles of child growth and development through direct contact with the children, d) the development of procedures for individualized instruction and diagnostic teaching, and e) the encouragement of continuous evaluation. The time sequence for the first semester (16 weeks) is given along with prerequisites for the 10-week student teaching program. The program is further explained in case studies from Bruce, Seaton, and Truesdell elementary schools, Washington, D.C. A copy of the budget is presented along with evaluation procedures. Copies of the following data forms are included together with definitions of terms and evaluation standards: the Minnesota Teacher Attitude Inventory, used to check preservice attitudes; teacher/student observation techniques; and a Micro-Teaching Check List. Contributions of the program to the improvement of teacher education are discussed, with emphasis on the direct, urban teaching experience. (ERB)

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DISTRICT OF COLUMBIA TEACHERS COLLEGE
Washington, D. C. 20009

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URBAN ON-SITE TEACHER EDUCATION PREPARATION

IN

TEACHER EDUCATION CENTERS

BRUCE ELEMENTARY SCHOOL

SEATON ELEMENTARY SCHOOL

TRUESDELL ELEMENTARY SCHOOL

SUBMITTED BY

ASSISTANT PROFESSORS OF EDUCATION

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URBAN ON-SITE TEACHER EDUCATION PREPARATION

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PART TWO: COMPREHENSIVE EXPLANATION AND ANALYSIS OF THE PROGRAM IN THE FORM OF A CASE STUDY

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C. EVALUATION PROCEDURES AND DATA

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E. APPENDICES

SUMMARY OF THE PROGRAM

URBAN ON-SITE TEACHER EDUCATION PREPARATION

Level I. Education 391 (Three Sections--C, F, G) - Spring Semester

This program involves the teaching of methods in an elementary school setting; it is thus action oriented, making maximum use of direct experiences with children. It is built upon the concept of utilizing the practicing teachers as methodologists, and experiences in the inner city schools as part of the program.

A spacious room in a selected school is used as a teaching center. Here, instruction involves the educational significances of concepts and principles related to learning and how it takes place; human development and developmental tasks; the problems of the school which are symptomatics of the broader problems of society; planning instruction and research.

Special methods in language arts, general methods of teaching science, math, and social studies are emphasized with a team of instructors who work directly withthe College coordinators and their students.

The College students are thus able to work on a particular concept or skill or performance criterion.

Emphasis is placed upon the development of prospective teachers in dealing realistically, with the problems facing the present generation as well as upon up-grading the quality of instruction in schools serving particularly "the disadvantaged."

Directed observation as well as frequent direct experiences in the elementary school classrooms relate specifically to the principles and techniques being taught in the methods courses. In keeping with this concept, each student is assigned to an individual class and teacher for definite periods of

observation and participation throughout the semester.

This innovative section permits students who are ready to begin the elementary professional sequence to have direct and meaningful contacts with pupils in an urban setting throughout their programs.

Level II. Education 392 - Second Semester in Teaching Centers

This course reinforces and extends the general methods' offerings of Education 391. The use of an elementary school as a teaching center is continued. Maximum use is made of the off-campus setting; availability of children, access to classrooms, school and community resources.

Emphasis is placed on long-range planning, developing techniques for meeting individual pupil needs, increasing proficiency in technical teaching skills, and teaching mathematics.

Opportunities are provided for intensive classroom participation on both the primary and intermediate levels.

TIME SEQUENCE URBAN ON-SITE TEACHER EDUCATION PREPARATION

Level I - Education 391 (First Semester - 16 Weeks)

7 Weeks Teaching Center	4 Weeks Teaching Center	1 Week Teaching Center
Coordinators General Methods Methods in Social Studies Team Special Methods-- i.e., Language Arts Science Unifying Theory and Practices	Practical assignments in assigned classrooms at the Teaching Center Observation and Prescribed Performances Coordinators visit	Feedback and assessment of classroom experiences with coordinator

3 Weeks

Expanding practicial assignments in the Teaching Centers

1 Week

Refinement and assessment of first semester experiences in C and C Experimental

Coordinators Visit

Level II - Education 392--Child and Curriculum (Second Semester in Teaching Center)

Experimental C and C -- Time Sequence

4 Weeks

Teaching Center
Refining General Methods
and Practices and
Math Methods

3 Weeks

Field Experiences
Observation and Participation
Primary and Intermediate Level
Public Schools of the District of Columbia

2 Weeks

Teaching Center
Monday and Tuesday (all day) and Math Methods

1 Week

Final Assessments

Level III. Education 431 - Student Teaching in the Elementary School

Students having successfully completed "The Child and Curriculum," Education 391 and Education 392, and who meet other college prerequisites for student teaching* procede to this course.

In this experience, emphasis is also placed on skillful, effective classroom interaction and the utilization of new approaches and materials which help stimulate the urban child in his learning setting.

Senior Year--First Semester

Student Teaching in the Elementary School yields 7 hours (10 weeks). Prerequisites for student teaching are:

A. Senior standing in the College with a minimum over-all grade average of "C."

B. Completion of prerequisite courses.

C. Completion of at least twelve semester hours of work in residence in the College.

D. Approval by the Chairman of the Division of Education and Psychology.

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* Junior students who have received "Professional Acceptance" from the Chairman of the Division of Education and Psychology

These students have been approved as having:

A. Completed all required courses with an average grade of "C"
B. Received an average of "C" in English Composition
C. Shown satisfactory speech patterns
D. Shown satisfactory physical condition

COMPREHENSIVE EXPLANATION AND ANALYSIS OF THE PROGRAM

Washington, D. C. like other great metropolitan areas, has been combating a multitude of problems attributable to the mass influx of persons from rural communities into its inner city.

Realizing the multiplicity of educational problems in the public schools of this city, the District of Columbia Teachers College in association with the D.C. Public Schools initiated a program of Urban On-Site Teacher Education to deal more realistically with these problems.

This program began in the spring semester of 1969 at D.C. Teachers College and is still in progress. During this period, eighty-five (85) students have completed or are near completion of the three components of professional training. The related components of the program are:

Level I. Education 391--Child and Curriculum (1st Junior Experience)

Level II. Education 392--Child and Curriculum (2nd Junior Experience)

Level III. Education 431--Student Teaching in the Elementary School

Currently, there are three Teacher Education Center, namely: Bruce Elementary School, Seaton Elementary School, and Truesdell Elementary School. (Note: Description of each school follows).

Blanche K. Bruce Elementary School

Blanche K. Bruce Elementary School is one of the oldest buildings in the Model School Division (see definition of terms) and was named for Blanche Kelson Bruce, a Negro senator from Mississippi.

Bruce has an enrollment of 322 children in kindergarten through grade 6. Of the schoool enrollment, 109 are welfare recipients, 205 receive free lunches and due to the school population are eligible for Title I funds.

There are seventeen classrooms with a staff that includes twelve (12) resident teachers and twelve itinerant teachers, a counselor, a librarian, and a community school coordinator.

Other personnel at the school include eight (8) students, a coordinator, and a teacher aide from The George Washington University, and two (2) students from Howard University.

There are many programs in existence at the Bruce School, including: a Community School, Initial Training Alphabet, School Mathematics Study Group Program, and Multi-ethnic Studies.

Seaton Elementary School

Seaton Elementary School is located in the inner-city of the District of Columbia. It is a relatively new and modern plant which lends itself to a variety of activities and programs. Seaton is also a Model School Division school.

Seaton has an enrollment of 724 students in pre-kindergarten through grade six. In addition, there is a pre-school program for children two years, nine months to four years of age. The student body is all black, and most of the children come from families of low-economic means. 80% of the school's population participates in the free lunch program for needy children.

The staff is integrated, and consists of 26 classroom teachers (grades Pre-K-6), four pre-school teachers, and special teachers in physical education, art, music, speech, French, a librarian, counselor, assistant principal and principal.

George Truesdell Elementary School

The George Truesdell Education Center is located in a lower middle class neighborhood of the District of Columbia. It was formerly one of the two

laboratory schools used as a training center for student teachers from D.C. Teachers College, George Washington University, and Howard University.

Truesdell has an enrollment of 999 children, including kindergarten through grade six. The school population is all black, with the exception of one pupil. All of the classrooms are self-contained. In February of 1972, the first grades plan to experiment with cross class grouping to meet more effectively the individual needs of the children. Truesdell's staff includes a principal, an assistant principal, thirty-three resident classroom teachers, a librarian, a media librarian, a counselor, six special subject area teachers, a reading mobilization team, a mathematics mobilization team, one office secretary, two office clerks, one store clerk, two lunch clerks, six cafeteria workers and five custodians.

The Truesdell Teacher Education Center has an on-going program with area colleges and universities that provide services to its staff, its pupils, and the community. The following university-oriented projects are now underway at the center:

<u>District of Columbia Teachers College</u>

Education 392--The Child and the Curriculum On-Site
Course Offering--Education 670F
Tutoring Service--1 Tutor

<u>The George Washington University</u>

Tutoring Service--22 Tutors

<u>Howard University</u>

Tutoring Service--4 Tutors

<u>The University of Maryland</u>

Tutoring Service--3 Tutors

In addition, the Truesdell School serves as a Demonstration Center for students from area colleges in a Teacher Preparation Program.

The Truesdell School was selected for the project because of the rapid change in the community and the high enrollment of disadvantaged youngsters in the school area, and for the pedagogic techniques offered in a school where teacher-training was in progress.

After 1969, the D.C. Teachers College was transferred, by an Act of Congress from the jurisdiction of the Board of Education to the Board of Higher Education. Truesdell remained with the Board of Education and reassumed the role of a neighborhood school.

In the On-Site Program, schools are used as resource centers. All available physical, human and material resources are drawn upon to enrich the experiences offered to the students. Students participate in the following activities:

1. Observation of effective and ineffective teaching behaviors;
2. Study of the nature of learning and human development;
3. Diagnoses of the needs of children--all levels;
4. Direct contact with children in large social situations--halls, cafeteria, playground, auditorium, field trips, classrooms, after-school activities, etc.
5. Experiences with simulated teaching;
6. Small group or mini-teaching situations;
7. Concentrated classroom situations (approximately 6 weeks)--(Monday and Tuesday only) for observation and limited participation.

Operation of the Program in the Truesdell Education Center

Approximately fifteen (15) students are enrolled in this center. They report to the Teaching Center in the Truesdell School (room assigned) at

8:00 a.m. and remain until 4:00 p.m. each Monday and Tuesday.

Here, instruction is based on concepts related to learning, human development, society, planning, and research.

Methods in the language arts, general methods of teaching, science, math, and social studies are emphasized with a team of instructors who work directly with the coordinators and the students.

The students have the opportunity to consider learning theory concurrently with practical experiences in classrooms with children and the regular school staff.

Many traditional concepts of pre-service training are discarded and replaced with innovative approaches to teach education. Among these are:

a. The teaching of methods courses in a school milieu making maximum use of experiences with children

b. The use of practicing teachers as methodologists

c. The use of inner city schools as settings for a college program

OBJECTIVES OF THE PROGRAM

A. To aid students in defining some of the purposes of the urban school as they relate to teal "self-concept".

B. To reinforce, with students, through direct contact with children, basic characteristics and general principles of child growth and development.

C. To provide opportunities for students to gain skills in techniques and methods essential to teaching in the urban learning setting.

D. To relate theory with reinforced practice into functional field experiences, including direct teaching.

E. To encourage continuous evaluation in each aspect of the program.

F. To develop understanding of steps in diagnostic teaching.

G. To implement procedures for individualizing instruction.

H. To implement theory in practice.

THE BUDGET

The budget allotment for the program is divided into four (4) categories*:

I.	Instructional Materials	$2,000.00
II.	Instructional Media	1,700.00
III.	Consultants	750.00
IV.	Field Trips	500.00
	Total	$4,950.00*

Justification:

In order to train prospective teachers for more effective performance in learning settings, necessary equipment, materials and relevant experiences are needed.

With adequate supplies for instruction, staff members and instructors can demonstrate their skills in the art and science of teaching. They should be able to carry forth research, and experimentation with children, and induct students into workable strategies that include educational theory and practice.

The three teaching centers, in the program, include over 2,000 pupils who receive benefits and enrichment from all resources "on-site."

Only one (1) of the centers is eligible for special funding under Title I which supplements regular school requests.

Therefore the following justifications are supportive of the budget alloted.

1. Easy access of equipment to students in the teacher education centers will facilitate planning for pupils; and will provide for continuous assessment and constant utilization of teaching

*Applicable through 1972

materials.

2. Appropriate materials will encourage and stimulate prospective teachers to become more creative.

3. Individualization of instruction will be possible.

4. The children, in the centers, will benefit by guided discovery and inquiry through meaningful environments and varied field trips.

5. The school curriculum will be enhanced by utilizing relevant instructional resources; which include materials that are multi-ethnic, multi-social class, and are urban oriented.

6. Field trips will reinforce and provide meaningful learning experiences.

7. Continuous instruction and workshops can be offered to instruct students in the care and use of media; and in explicit use and adaptation of instructional materials.

8. Consultant use will provide a cognitive base, for expanding and reinforcing current trends in meaningful teaching situations.

EVALUATION PROCEDURES AND DATA

The evaluation procedures are not only concerned with the subject matter (cognition) learned but with attitudes, interests, skills, and personal-social adjustment along with analysis of teaching behavior.

The type of teacher in the elementary school program demanded by our times should be acquainted more explicitly with the nature of learners and the learning process, a closer identification of education with the demands of living in contemporary society and the development of teaching procedures that take into account the broader objectives of the modern elementary school.

The evaluation procedures attempt to obtain a complete picture of each individual student as he relates to the teaching process. Although it is necessary to sample different aspects of behavior at different times by using a variety of instruments and procedures, interpretations of behaviors relating to specific goals are made in terms of the total personality of the student performer. For this reason, it is important not only to find instruments and procedures that yield accurate information concerning the various aspects of assessment but also to interpret these various indexes of behavior against the whole educational background of the student.

Use is made of the Minnesota Teacher Attitude Inventory to check preservice attitudes.[1]

Evaluation is worked out through cooperative study and planning by the staff of students and personnel of each Teacher Training Center.

Evaluation is continuous. It takes place simultaneously with teaching

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[1]Cook, Walter W., Leeds, Carroll, and Callis, Robert, Minnesota Teacher Attitude Inventory, The Psychological Corporation; New York, New York: 1969.

and learning.

Evaluation is cooperative. Students are encouraged to engage in self-evaluation of each teaching set. The student learns to become increasingly independent in appraising his own progress, problems and growth. Through daily sharing and participating in the total learning process, he will use the data gathered in the evaluation program to guide his progress more effectively toward his goals.

Evaluation fosters continuous program re-vamping and revision. Every phase of the program is under constant evalution in terms of the major objectives sought. The program is flexible enough to enable each participant to change a course of action whenever the results of evaluation indicate that a change is desirable.

EVALUATIVE INSTRUMENTS

OBSERVATION GUIDE

Student _____ Room _____

Supervising Teacher _____ Grade _____

Comment briefly to indicate that the student-teacher--

1. Established rapport-

2. Evidenced knowledge of developmental patterns in children-

3. Showed ability to work with a small group-

4. Stimulated thinking on the following level or combination of levels: (check)

Perception Enumeration and listing	_____
Association Relate to experiences	_____
Concept Attainment Abstracting for purpose of grouping	_____
Creative Thinking	_____

5. Your suggestions for improvement-

MICRO-TEACHING EVALUATION CHECK LIST

Name _____ Date _____

Lesson No. _____ Observer for: _____

Make a comment beside the skill(s) you observe during the micro-teaching period.

1. Did the teacher use questions in the lesson?	
2. Were they convergent questions?	
3. Were they divergent questions?	
4. Were the materials suitable for the lesson?	
5. What were the skills involved?	
6. Were the pupils participating in the lesson?	
7. Was it a discovery lesson?	
8. Was the lesson an open-ended one?	
9. State the objective.	
10. What was the evidence that the objective was accomplished?	
OTHER COMMENTS	

Education 391
392
431

OBSERVATION-EVALUATION FORM

Student Teacher _____ Grade _____

School _____ Date _____ Time _____

1 - More than adequate 2 - Adequate 3 - Less than adequate

Activity _____

_____ Evidence of planning and preparation.

_____ Evidence of effective organization of lesson.

_____ Evidence of knowledge of and rapport with pupils.

_____ Evidence of evaluation of results.

COMMENTS:

Observed by: _____ _____
Signature Title

INTERPRETATION OF OBSERVATION EVALUATION FORM

Planning and Preparation

Written lesson plan, teaching notes, availability of appropriate educational materials.

Effective Organization of Lesson

Stimulated interest in the lesson by using previous learnings, visual aids, developing vocabulary and concepts, using motivating questions.

Logical steps in procedure based on established purpose with a summary.

Provided for follow-up work.

Knowledge of and Rapport with Pupils

Awareness of child growth and development. Relationship that exists between teacher and pupils (too permissive, too controlled, friendly, understanding, supportive, etc.)

Evaluation of Results

Written (charts, records, seatwork, tests); oral (class, group, and individual evalution of effort).

EVALUATION

Education 391 - 392

The Suggested Evaluation Standards should be shared with your student teacher. Then, evaluation will be done cooperatively.

Please check items relative to the "characteristics of the grade" you are giving the student. This will support your evaluation.

Make comments and suggestions (on the back of the form) concerning the strengths and weaknesses evidenced.

Write your letter grade, sign, and date your evaluation.

SUGGESTED EVALUATION STANDARDS

A. CHARACTERISTICS OF A STUDENT TEACHER WHO SHOULD RECEIVE A GRADE OF "A."

1. Completes work on time, uses a creative approach when possible, and does not need to be reminded of obligations.
2. Is sensitive to the need for studying the needs, capacities and interests of individual students, and is able to use information gained from such studies of students.
3. Is cooperative with all school staff and personnel.
4. Has unusual ability in getting ideas across to children.
5. Is able to get each child in a group to contribute to the group learnings.
6. Is competent in initiating and guiding group activities of several kinds.
7. Plans thoroughly in advance.
8. Is highly enthusiastic about his work, and this enthusiasm is contagious.
9. Has a broad general education background which he can put to use in teaching areas.
10. Is very competent in both oral and written language.
11. Has a well-modulated and pleasant speaking vocie, free from obvious accents.
12. Is highly dependable.
13. For this student you may predict unusual success in teaching. You recommend him without reservation.

B. CHARACTERISTICS OF A STUDENT TEACHER WHO SHOULD RECEIVE A GRADE OF "B."

1. Is enthusiastic and interested in teaching.
2. Completes work on time, showing some creativity and does not need to be reminded of obligations.
3. Frequently goes beyond the assigned work and brings in additional materials, ideas, and techniques.
4. Usually provides for individual differences in group.
5. Effective pupil-teacher planning usually in evidence.
6. Group activity techniques are usually carefully planned.

7. Has a general education background needed for a particular lesson.

8. Makes few errors in language usage, and has a pleasant voice.

9. Keeps children busy with worthwhile assignments most of the time.

10. Shows improvement in teaching techniques and in ability to handle children.

11. For this student you may predict better-than-average success in teaching. You would employ him.

C. CHARACTERISTICS OF A STUDENT TEACHER WHO SHOULD RECEIVE A GRADE OF "C".

1. Usually completes assignments on time.

2. Shows gradual improvement.

3. Usually enthusiastic, but sometimes seems tired, bored or disinterested.

4. Allows outside interests to interfere with preparation at times.

5. Plans largely for whole group, little evidence of individual needs.

6. Shows some evidence of teacher-pupil planning and evaluation.

7. Does what is required, but does not use initiative in bringing new materials, ideas or techniques.

8. Shows some lacks in his borad educational background, but is willing to fill these in if brought to his attention.

9. Shows little desire to make lessons interesting and unusual. Tends to follow a similar pattern in his work.

10. For this student, you may predict average success. He would be competent in an average situation. He may require some initial guidance.

D. CHARACTERISTICS OF A STUDENT TEACHER WHO SHOULD RECEIVE A GRADE OF "D" OR "F".

1. Seldom shows enthusiasm for teaching or interest in professional work.

2. Is irregular in assignments. Many are late or done carelessly.

3. Does not take work seriously.

4. Rarely makes any effort to become familiar with problems and capacities of individual students.

5. Planning is poor, with no attention to student interest, student planning or student evaluation.

6. Subject matter background is inadequate.

7. For this student you may predict failure. You cannot recommend him for a position.

Education 391 and Education 392

The Child and Curriculum

Name of Student: _____

School: _____

Supervising Instructor: _____

Date: _____

Recommended Letter Grade: _____

Absences: _____

COMMENTS

Strengths:

Weakness:

Suggestions:

Signature _____

EDUCATION 391 - 392

STUDENT EVALUATION FORM

Name _____ Date _____

a. Write a brief summary of your evaluation of Child and Curriculum On-Site.

b. List any suggestions you might have for changes or additions to the course.

DISTRICT OF COLUMBIA TEACHERS COLLEGE
1100 HARVARD STREET, N.W.
WASHINGTON, D. C. 20009

M E M O R A N D U M

TO: Principals, Assistant Principals, Cooperating Teachers, Instructors and Counselors

FROM: College Coordinators--Miriam C. Everette, Mildred E. Tison, and Jamesetta R. Doby

RE: Evaluation of Education 391-392
Child and Curriculum On-Site Program

DATE: May 3, 1971

The Child and Curriculum On-Site Program has been in operation for the past two years in Seaton, Truesdell and Tubman Elementary Schools. These schools serve as Training Centers for junior students in methods of teaching, practice work and evaluation.

During this period, eighty junior students have participated in the program.

As the end of the second year approaches, the coordinators are again assessing the program and invite your comments.

Please return the enclosed form by Tuesday, May 25, 1971. Thank you for your cooperation.

Miriam C. Everette
Coordinator, Section G

Mildred E. Tison
Coordinator, Section C

Jamesetta R. Doby
Coordinator, Section F

EVALUATION FORM

1. How effective do you feel this Child and Curriculum Program has been to date?

2. What suggestions do you offer for more effective implementation of the program?

3. In what specific and significant areas of your school program have the students been involved? (Example: classroom, community action, tutoring, etc.)

4. What benefits were accrued by the children from this program?

5. Other comments:

Summary of Student Evaluation of The Urban On-Site Teacher Education Preparation

Strengths:

1. Opportunity to learn theory and practice it in a school setting.

2. Early opportunities afforded to work directly with children on an individual, small group, and entire class relationship.

3. A richer atmosphere for developing a teaching style is afforded in and elementary school than in the college classroom. Working in close contact with the children, one can see, hear, and feel the sensation of the classroom.

4. The presence and relationship of a coordinator on-site who can offer continuous evaluations as students attempts to teach through each stage.

5. Available classroom to practice techniques of creating an effective learning environment.

Summary of Instructor's Evaluation of Urban On-Site Teacher Education Preparation

Strengths: Students

1. Opportunity to work with college students in an elementary school setting.

2. Small class size affords an opportunity to individualize instruction.

3. The expertise of resident clinicians to facilitate and correlate theory and practice.

4. The opportunity to revise, evaluate, and analyze one's teaching style.

Summary of Supportive Staff Evaluation of The Urban On-Site Teacher Education Preparation.

Strengths:

1. Provided on-the-site training for students which enables them--
   a. to be cognizant of individual differences among inner-city pupils within an urban school setting.
   b. to experience the operation of a total school environment in relation to facilities, equipment and personnel.
   c. to have the opportunity to see interaction among staff members, administration and pupils.

2. The Urban On-Site Teacher Education Preparation Program has been most effective. The involvement of college students in the Tutorial Program was very important for prospective teachers.

3. The program has given the students an opportunity to put theory into immediate practice, and has also given them the opportunity to witness the total function of the school and of the classroom teacher early in their careers.

Summary Statements by School Staff Re: Benefits Accrued by Children

1. Children gained many experiences and had the opportunity to participate in more activities that may not have been possible without an "extra teacher".

2. Tutorial benefits--closer emotional relationships; technical instructions in perceptual areas.

3. Growth resulting from individualized attention.

4. Pupils can often identify with students.

5. Children had another adult to talk to and with; immediate response to problems and work was available.

CONTRIBUTION OF PROGRAM TO TEACHER EDUCATION

This course improves teacher education because it offers significant innovative changes in the preparation of prospective teachers.

Kindergarten - 6

Basic orientation of students to the teaching act; through explicit guidance of a team effort (college faculty, classroom clinician, subject matter specialists) is offered at the Teacher Education Center "On-Site". The student is introduced to the role of teacher as "an engineer of learning and development;" and he meets the urban child (just as he is) in his own setting--as a "consumer of educational services".

Through direct experiences, supported by theory, the prospective teacher is able to identify and plan for the cognitive growth, formation of concepts, cognitive learning styles, readiness and stimulation of learning, evaluation of learning and development that he meets through the direct experiences and contact with children.

The student is able to meet the needs of the urban learner, and with non-verbal attitudes and develops positive concepts in teaching-learning interaction.

The course format allows flexible teaching modules to develop, as the knowledge and skills of the students become more refined.

Opportunity for planning based on attainable objectives is promoted; and the necessity for planning becomes a reality.

Students are able to identify and begin to analyze the teaching role as one that involves guiding-learning activities, developing communication processes, using diagnostic and prescriptive techniques, and utilizing remedial teaching procedures.

Evaluation of learning and development of the urban elementary child (kindergarten-six) through each level of the student's professional experiences is an important component.

The constant feedback and continuous evaluation in each element of the program, through developed evaluative instruments, reinforces the evaluation component as a positive factor in their training of the student for the teaching act.

Further, the opportunity for taped and coding experiences does promote a more secure teacher, who is able to meet the demands of today's elementary school children; especially in our "Nation's Capital" as an urban culture.

APPENDICES

DEFINITION OF TERMS: ROLE DESCRIPTIONS (PERSONNEL)

1. Faculty Instructional Teams:

This term applies to all persons who work directly with the participating students--

a. On-site coordinators
b. Cooperating teachers
c. Supportive staff and enrichment teachers

2. Resident Clinicians:

These classroom teachers stationed at the on-site location, who present activities for children and give guidance to participating students.

3. Student Participants

a. Level I - Participants (Education 391)

Elementary education majors who have completed 64 or more recorded college credits but fewer than 96 and are ready to enter the professional semester of The Child and the Curriculum.

b. Level II - Participants (Education 392)

This includes those students in the professional year who have completed Education 392.

c. Level III - Participants (Education 431)

All students who have completed both Education 391 and Education 392 successfully, and who have more than 96 recorded college credit. These students must have met certain division requirements and must have an average of "C".

4. "On-Site" Coordinator-Instructor

This person coordinates activities involving the children and cooperating faculty instructional team. In addition, he instructs his indvidual class

TODAY'S MODERN ELEMENTARY SCHOOL AS A LEARNING SETTING

Getting Acquainted With Our Urban Community

The Cooperating Teacher Assuming A Segment

Of The Instructional Role

The Cooperating Teacher Reinforcing The Team Approach

Verbally Interacting With "ITA"

"Utilizing Administrative Consultant Service On Urbanity"